Santa Clara County Office of Education

Parent Presentation
Common Core State Standards

Presentación Para Padres
Los Estándares Estátales Comunes

Common Core State Standards

Estándares Académicos Estatales

Federal Purpose for Common Core State Standards
El propósito federal de los estándares estatales

- Common Core state standards correspond with the original NCLB timeline of 2014
- Los estándares corresponen al tiempo del NCLB
- Students need real world skills for college and the workforce
- Los estudiantes necesitan habilidades reales
- Standards address international competition, equity and collaboration
- Los estándares tratan con la competencia internacional, la igualdad y la colaboración

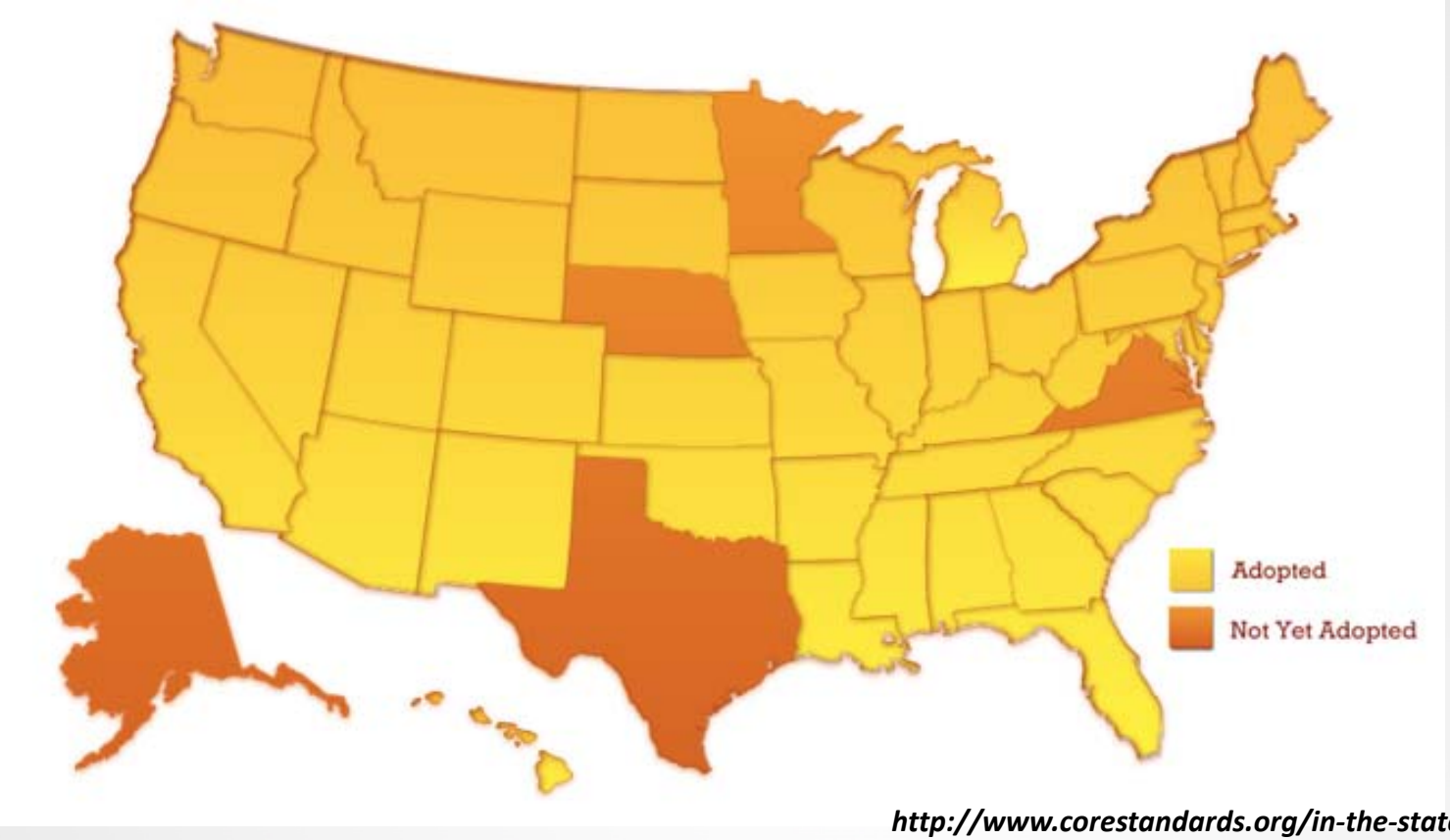
Development of Common Core State Standards
El desarrollo de los estándares estatales

- The development of these National Common Core Standards included:
  - Parents/Padres
  - Educators/Educadores
  - Content Experts/Expertos académicos
  - Researchers/Investigadores
  - National Organizations/Organizaciones nacionales
  - Community leaders from 48 states/Líderes
  - Input from top performing countries – Japan, Taiwan, Singapore, Finland, England, India

California Common Core State Standards

- California adopted the Common Core (National) in August 2010 - CCSS
- California adoptó los estándares en agosto 2010
- California inserted15% of current state standards into CCSS
- Calif. añadió un 15% de los estandares viejos
- Final set for California are called California Common Core State Standards or CaCCSS

States that adopted the Common Core State Standards
Los estados que adoptaron los estándares estatales



http://www.corestandards.org/in-the-states

What are the Common Core State Standards?

- A national set of standards no longer defined by each state.
- 45 states have adopted the standards.
- They are written to prepare students for success in college and/or in the work place.

¿Qué son los Estándares Comunes?

- Una serie de estándares nacionales que han dejado de ser definidos por cada estado.
- 45 estados han adoptado los estándares.
- Están escritos con el propósito de preparar a todos los estudiantes para que tengan éxito en la universidad y/o en el empleo y carreras futuras.

Why the Common Core State Standards?
¿Para qué los estádares estatales?

Ensure that our students are…Para asegurar que nuestros estudiantes van a…

- meeting college and career expectations; alcanzar altas expectativas y calificar para ir a la universidad
  - Text Complexity needs to be increased K-12 Textos complejos
- provided a vision of what it means to be an academically literate person in the twenty-first century; realizar la visión de ser personas preparadas para el siglo 21
- prepared to succeed in our global economy and society; and y prepararse para competir mundialmemente
- provided with rigorous content and applications of higher knowledge through higher order thinking skills obtener preparación rigurosa y conocimiento de análisis crítico

California Common Core State Standards
Estándares académicos estatales de California

- Aligned with college and work force expectations
- Alineados a las expectativas del trabajo y carreras
- Clear, understandable, and consistent
- Consistentes, claros y comprensibles
- Rigorous content and application of knowledge through higher-order skills
- Materias rigurosas y mayores habilidades de pensmiento de orden
- Recognition of the strengths and lessons of current state standards
- Reconocer los estándares fuertes que ya teníamos

Benefits of the CCSS
Beneficios de los estándares estatales

- Internationally benchmarked
- Punto de referencia internacionalmente
- Evidence and research-based
- Basados en estudios y evidencias
- Expectations clear to students, parents, teachers, and the general public
- Expectativas claras para todos y el público
- Costs to the state reduced/Costo reducido
- Consistent expectations for all—***not*** dependent on a zip code/Las mismas expectativas para todos

Heart & Soul of CCSS
El alma y el corazón de los estándares

Math	ELA
Standards for Mathematical Practice	College and Career Readiness Standards

English Language Arts and Literacy in the Content Areas

Inglés, lectura y escritura en otras materias

21st Century Literacy

- **New Literacies**
- Technology
- Multimedia
- **C**ollaboration and Interdependence
- **C**ommunication
- **C**reative Thinking
- **C**ritical Problem Solving
- Entrepreneurial Spirit
- **Espíritu empresarial**

What is encouraging about 21st century skills?

¿Qué es alentador sobre las habilidades del siglo 21?

College and Career Readiness Anchor Standards for Reading

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

Standards Viewed in Grade Spans

Reading Standards for Informational Text 6-12

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(See grade 6 Language standards 4-6 on page 44 for additional expectations.)**	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **(See grade 7 Language standards 4-6 on page 44 for additional expectations.)**	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **(See grade 8 Language standards 4-6 on page 44 for additional expectations.)**
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. **a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media.**	5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. **a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.**	5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. **a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.**
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Integration of Knowledge and Ideas		
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

	Reading Standards for Informational Text 1 Estándar de lectura de texto informativo 1
K	With prompting and support, ask and answer questions about key details in a text. Con ayuda pregunta y contesta sobre detalles claves
1	Ask and answer questions about key details in a text. Pregunta y contesta sobre detalles claves del texto
2	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Muestra comprensión al contestar quién, qué, dónde, cuándo, cómo y por qué
3	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Pregunta y contesta para mostrar comprensión refiriendose al texto para contestar las preguntas
4	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Hace referencia a los detalles y ejemplos del texto para explicar los que dice el texto explicitamente y cuando saca conclusiones del texto.

5	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Cita con precisión del texto cuando explica lo que dice el texto y cuando saca conclusiones del texto.
6	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Cita evidencia textual para apoyar el análisis de lo que dice el texto al igual que las inferencias del texto.
7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Cita varias partes de evidencia textual para apoyar su análisis de lo que dice el texto al igual que las inferencias que saca del texto.
8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. Hace citas de la evidencia textual que más apoya el análisis de los que dice el texto explicitamente tanto como inferencias del texto.

9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Cita una evidencia de texto fuerte y completa para apoyar el análisis de lo que dice el texto explicitamente al igual que hacer inferencias del texto.
11-12	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Cita una evidencia de texto fuerte y completa para apoyar el análisis de lo que dice el texto explicitamente al igual que hacer inferencias del texto, incluyendo el poder determinar donde el texto ha dejado asuntos inciertos.

CCSS Set Requirements for Both. . .
Los Estándares extienden requisitos para ambas

- English Language Arts (ELA) Las artes de lenguaje
  - Reading/Lectura
  - Writing/Escritura
  - Speaking & Listening/Conversar y escuchar
  - Language/Lenguaje

- Literacy in History/Social Studies & Science and Technical Subjects
- Lectura y escritura en historia, ciencias y cursos técnicos
  - K-5: Embedded in ELA/Incorporadas en lenguaje
  - 6-12: Separate Section (Reading & Writing only)/Sección separada (solo en Lectura y Escritura)

Key Advances of ELA CCSS
Avances claves de los estándares de lenguaje

- *Greater clarity and coherency across grade spans*
- *Más claridad y coherencia a través de todos los grados*

Reading/Lectura

- Attention to text complexity/Complejidad de texto
- Balance of literature and informational texts/balance de textos informativos y literatura

- Writing/Escritura
  - Emphasis on argument and informative/explanatory writing/Escritura informativa/explicativa y argumento
- Speaking and Listening/Conversar y escuchar
  - Inclusion of formal and informal talk/Incluye plática formal e informal
- Integrates media sources across the standards Se integran los recursos

Reading

Text Complexity:

- Students are asked to read books at a more difficult level.

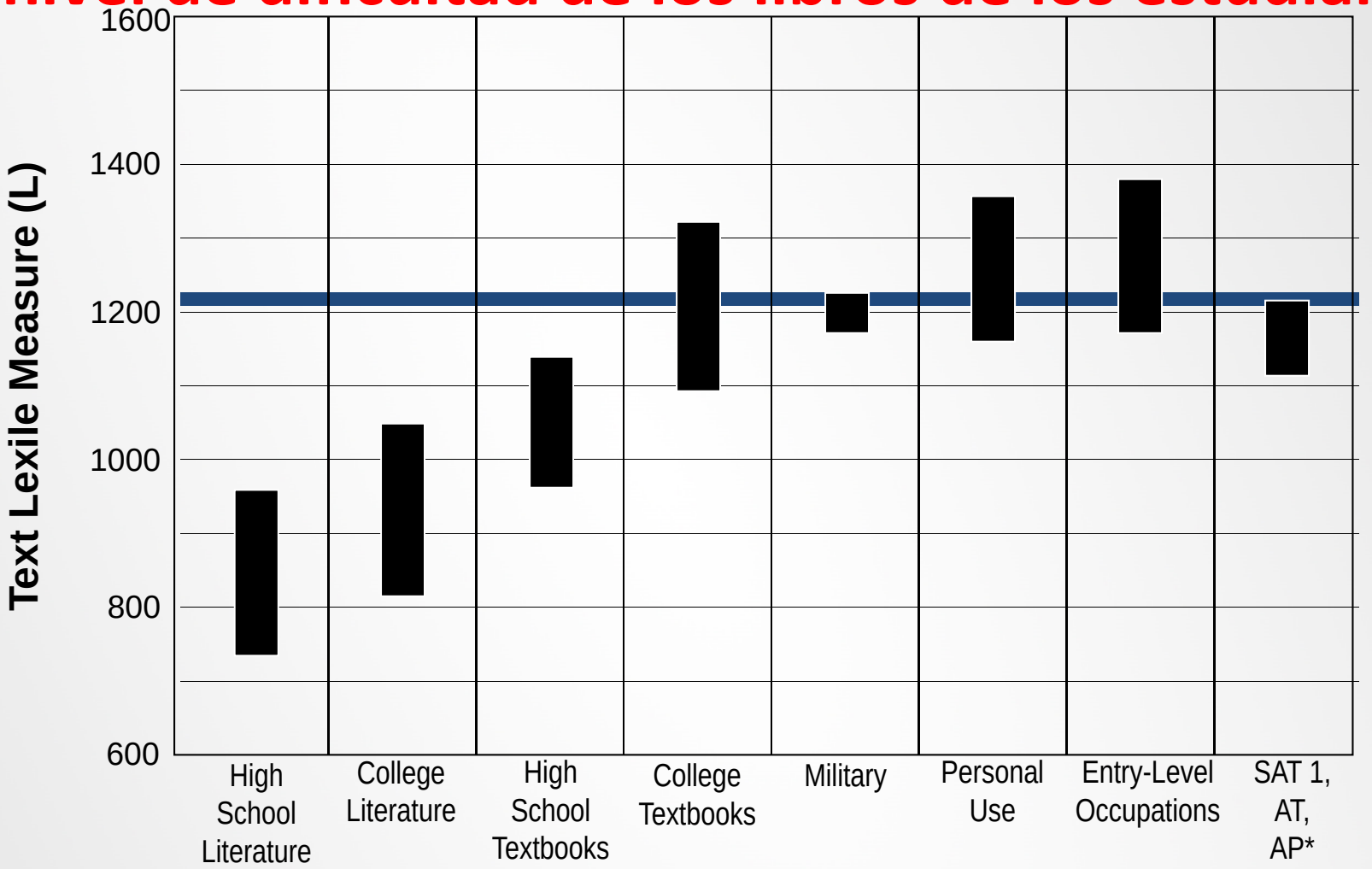
Lectura

Complejidad del texto:

- Se les pide a los estudiantes que lean libros de un nivel más difícil.

Student Books Level of Difficulty

El nivel de dificultad de los libros de los estudiantes



MAY 2012

* Source of National Test Data: MetaMetrics

How You Can Support Your Child With Text Complexity

- Build Background Knowledge
- Read Aloud to them
- Read Aloud with them
- Ask Questions

How do we help our children so they are ready for the increasing complexity of texts? Increase their academic vocabulary and build their background knowledge.

Como puede ayudar a su hijo/a con el texto complejo

- Construya el conocimiento de fondo
- Lea a su hijo/a en voz alta
- Lea en voz alta con ellos
- Haga preguntas

¿Cómo ayudamos a nuestros niños para que estén listos para el incremento de textos complejos? Incrementen su vocabulario académico y construyan el conocimiento de fondo.

What is Background Knowledge?

Background Knowledge is what a student already knows on a topic or subject. The more he or she knows, the better they will understand the new learnings.

¿Qué es el conocimiento de fondo?

El conocimiento de fondo es lo que el estudiante ya sabe sobre un tema o una materia. Entre más conocimiento tenga, será más fácil para que el estudiante pueda captar los nuevos aprendizajes con facilidad.

Activity

Building Background Knowledge

If the topic is animals, how can you build your child's knowledge of the subject?

- Where can you take them?
- What can they read?
- Is the internet or technology a possibility?
- What type of media? TV? Videos?

Actividad

Construyendo el conocimiento de fondo

Si el tema es sobre los animales, ¿cómo pueden desarrollar conocimiento previo?

- ¿A dónde los puede llevar?
- ¿Qué pueden leer?
- ¿Es el internet o la tecnología una posibilidad?
- ¿Qué tipo de medios de comunicación? ¿televisión? ¿videos?

The Power of Read Aloud

"Research indicates that reading aloud to children:

- substantially improves their reading, written, oral, and auditory skills
- Increases their positive attitude towards reading" *Elizabeth Qunell*

"Children listen at a higher reading level than they read; thus, children can hear and understand stories that are more complicated and more interesting than anything they could read on their own." (p. 37) *Jim Trelease*

El Poder de la lectura a voz alta

"Estudios indican que leerles a los niños en voz alta:

- Sustancialmente mejora la habilidad de leer, escribir, y escuchar
- Aumenta el nivel de actitud positiva hacia la lectura" *Elizabeth Qunell*

"Los niños tienen la habilidad de escuchar a un nivel más alto que del que pueden leer, por lo tanto los niños pueden escuchar y entender cuentos que son más complicados y más interesantes aún cuando sean a un nivel más alto del que ellos pueden leer por si solos." (p. 37) *Jim Trelease*

Types of Read Alouds

- Books
- Magazines
- Internet Articles
- Close Captioning (mute your T.V.)
- Menus
- Directions
- Recipes

Tipos de lectura a voz alta

- Libros
- Revistas
- Artículos de internet
- Lectura de subtítulos (Tele sin sonido)
- Menús
- Instrucciones
- Recetas

Activity
Read Aloud to them

- You read to them, they listen
  - Ask questions
  - Connect the reading to their life

Actividad
Lea en voz alta

- Usted les lee, ellos escuchan
  - Haga preguntas
  - Enlace el cuento a la vida del niño/a

Activity
Read Aloud with them

- Choral read
- I read a sentence, you read the same sentence
- I read a sentence, you read the next sentence

Actividad
Lea a voz alta con ellos

- Lectura en coro
- Yo leo una oración, tú lees la misma oración
- Yo leo una oración, tú lees la siguiente oración

Common Core State Standards
Estándares académicos estatales

Writing
- Opinions/Arguments
- (K-5) (6-12)
- Informative/Explanatory Texts (Research Reports)
- Narratives (Stories)

Escritura
- Opiniones/argumentos
- (K-5) (6-12)
- Textos Informativos/ explicativos (informes de investigación)
- Narraciones (cuentos)

The 3 Big Buckets
Las 3 cubetas grandes

Opinion(K-5)
Argument(6-12)

Informative/
Explanatory

Narrative

How You Can Support Your Child With Writing

- Informal Outlines for:
  - Informative
  - Narrative
- Let the ideas flow, don't worry about correcting spelling, grammar, or capitalization

Usted puede ayudar a su hijo/a con la escritura

- Esquema informal:
  - Informativo
  - Narración
- Deje que las ideas fluyan, no se preocupe por corregir la ortografía o la gramática

Reference *Narrative and Expository Informative Writing Comparisons Packet*.

Speaking and Listening

Students are asked to work more in groups to:

- Solve a problem
- Discuss a topic
- Create a project

Hablar y escuchar

Se les pide a los estudiantes que trabajen en equipo para:

- Resolver problemas
- Discutir temas
- Crear un proyecto

How You Can Support Your Child with Speaking and Listening

Discuss the proper ways to work in a group:

- Listen attentively
- Comment on others
- Ask questions
- Share opinions and ideas

Usted puede apoyar a hijo/a a hablar y escuchar

Converse sobre los maneras apropiadas de trabajar en equipo:

- Escuche atentamente
- Comente sobre otros
- Haga preguntas
- Comparta ideas y opiniones

Language

The Language Standards consist of:

- Grammar
- The way sentences are written
- Vocabulary
- Language variety

Lenguaje

Los Estándares de Lenguaje consisten de:

- Gramática
- El manera como se escribe una oración
- Vocabulario
- Variedad en el lenguaje

How You Can Support Your Child With Language

- Read Aloud
- Break down sentences
- Using language for specific purposes
  - Telling a story
  - Texting a friend
  - Writing a report

Como puede apoyar a su hijo/a con el lenguaje

- Lea en voz alta
- Analice las oraciones
- Usando el lenguaje con propósitos específicos
  - Contando un cuento
  - Mandando un texto a un amigo
  - Escribíendo un informe

Mathematics
Matemáticas

Standards for Mathematical Practice
Content Standards

Estándares para la Práctica de Matemáticas

Standards for Mathematical Practice

"The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education." (CCSS, 2010)

Briars, Diane. "Getting Started with the Common Core State Standards." Power Point Presentation. NCSM Winter Conference, 2011.

Estándares para la Práctica de Matemáticas

"Los Estándares para la Práctica de Matemáticas describen los comportamientos que deben desarrollar todos los estudiantes dentro de los Estándares Comunes. Estas prácticas se basan en "procesos y competencias" con importancia duradera en las matemáticas." (CCSS, 2010)

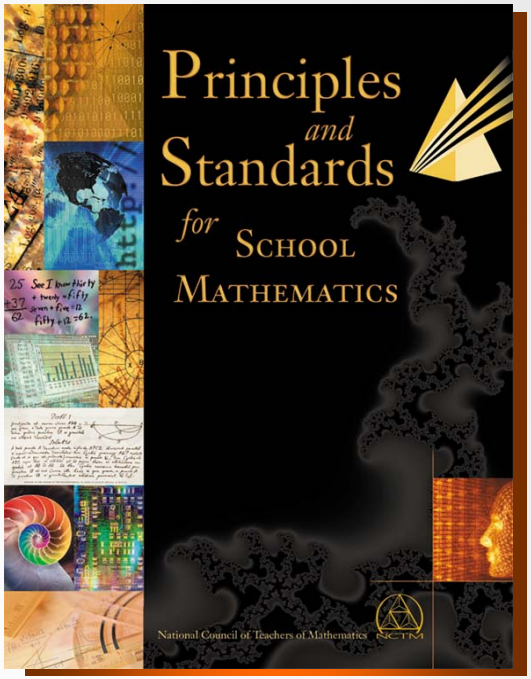
Briars, Diane. "Getting Started with the Common Core State Standards." Power Point Presentation. NCSM Winter Conference, 2011.

Underlying Frameworks

National Council of Teachers of Mathematics

5 **Process** Standards

- Problem Solving
- Reasoning and Proof
- Communication
- Connections
- Representations



NCTM (2000). *Principles and Standards for School Mathematics*. Reston, VA: Author.

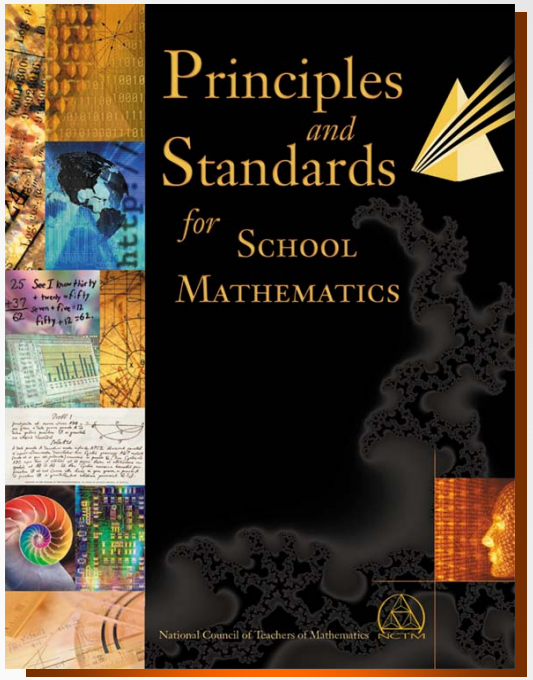
Base fundamental

Consejo Nacional de Maestros de Matemáticas

5 Estándares del **Proceso**

- La resolución de problemas
- Razonamiento y prueba
- Comunicación
- Elaboración de conexiones
- Representación

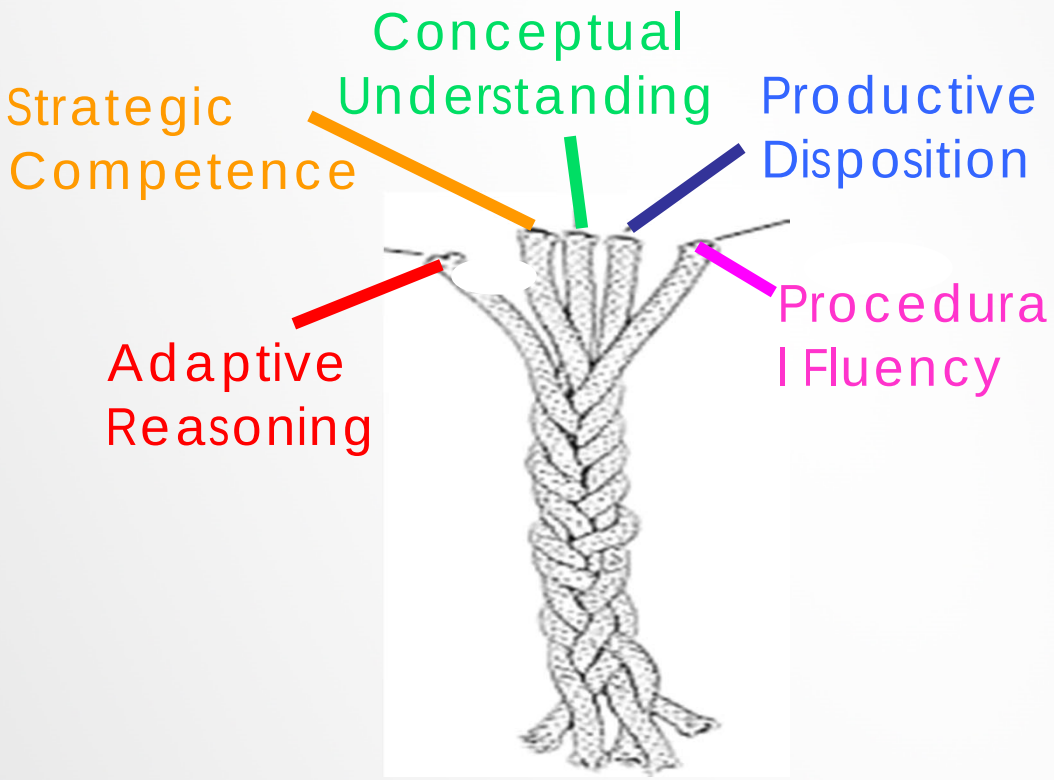
Estas prácticas les permitirán a los estudiantes entender y aplicar las matemáticas con seguridad

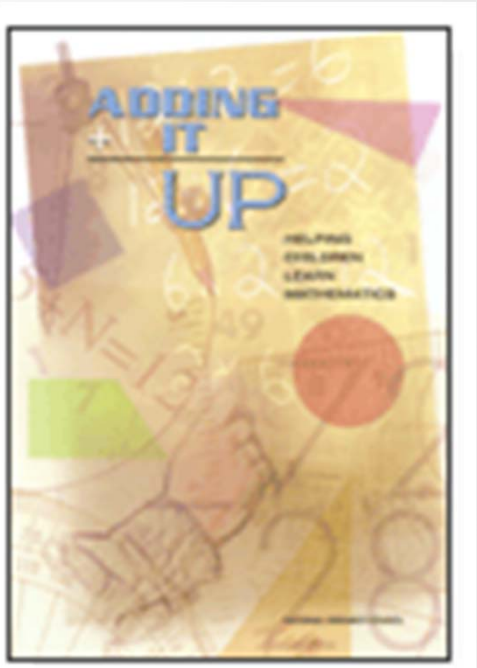


NCTM (2000). *Principles and Standards for School Mathematics.* Reston, VA: Author.

Underlying Frameworks

Strands of Mathematical Proficiency

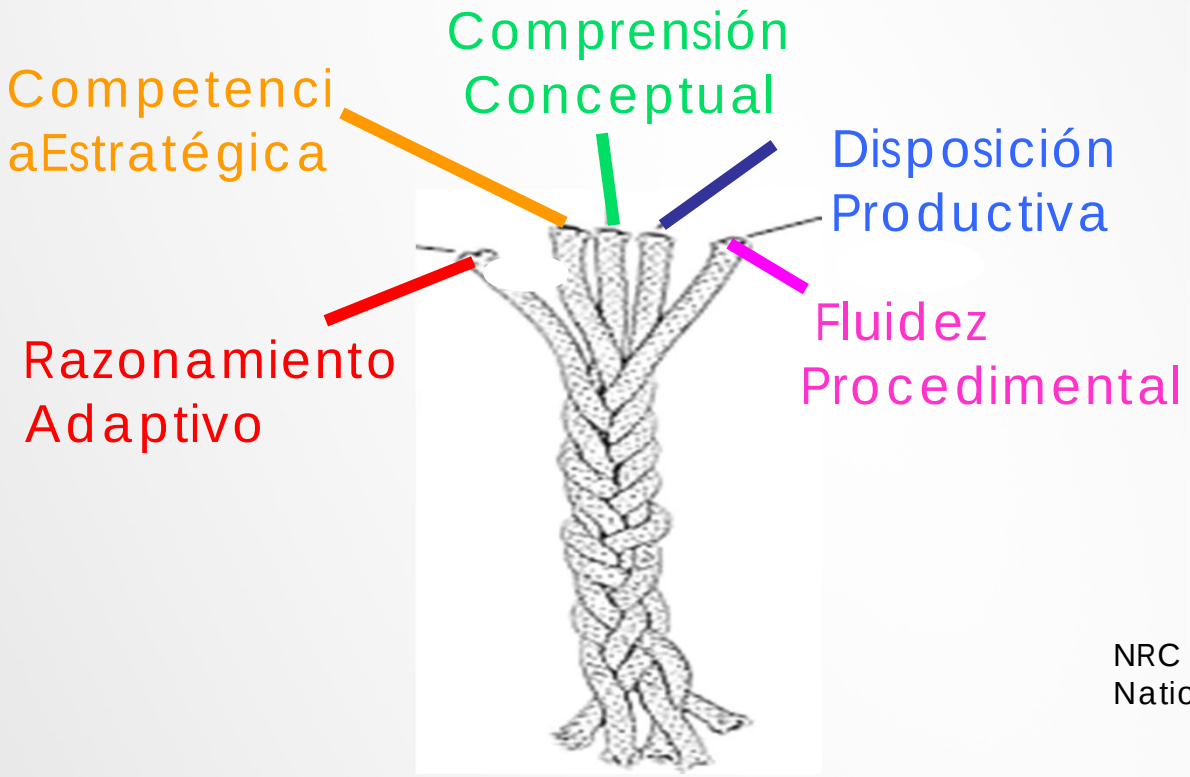


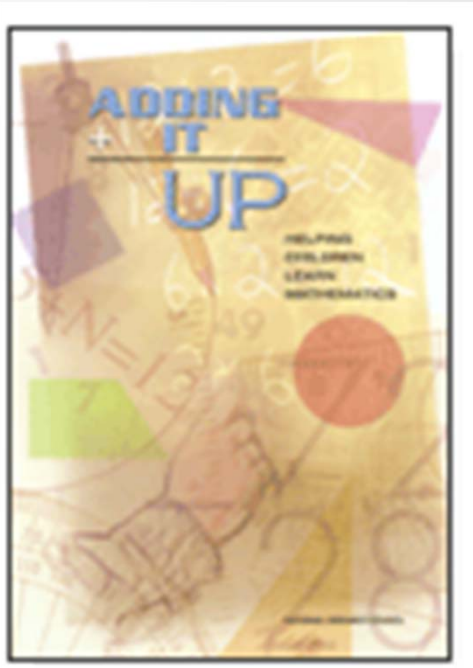


NRC (2001). *Adding It Up*. Washington, D.C.: National Academies Press.

Base fundamental

Hilos de la Proficiencia en Matemáticas





NRC (2001). *Adding It Up*. Washington, D.C.: National Academies Press.

Standards for Mathematical Practices

1. Make sense of problems and persevere in solving them

   ...start by explaining the meaning of a problem and looking for entry points to its solution

2. Reason abstractly and quantitatively

   ...make sense of quantities and their relationships to problem situations

3. Construct viable arguments and critique the reasoning of others

   ...understand and use stated assumptions, definitions, and previously established results in constructing arguments

4. Model with mathematics

   ...can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace

Standards for Mathematical Practice

5. Use appropriate tools strategically

   ...consider the available tools when solving a mathematical problem

6. Attend to precision

   ...communicate precisely using clear definitions and calculate accurately and efficiently

7. Look for and make use of structure

   ...look closely to discern a pattern or structure

8. Look for and express regularity in repeated reasoning

   ...notice if calculations are repeated, and look for both general methods and for shortcuts

Estándares para Prácticas de Matemáticas

1. Entender los problemas y perseverar en su resolución

   ...Encontrar el sentido de los problemas y Analizar, predecir y planear vías de solución

2. Razonar de manera abstracta y cuantitativa

   ...Entender las cantidades y sus relaciones en los problemas representaciones y Crear coherentes de los problemas

3. Elaborar argumentos viables y críticas del razonamiento de los demás

   ...Entender y usar información para elaborar los argumentos y Hacer conjeturas y analizar si son ciertas

4. Modelar con matemáticas

   ...Aplicar las matemáticas en los problemas de la vida diaria y Identificar cantidades en una situación práctica

Estándares para Prácticas de Matemáticas

5. Usar estratégicamente las herramientas adecuadas

   ...Considerar las herramientas disponibles durante la resolución de problemas

6. Ser precisos

   ...Comunicarse de manera precisa con los demás y Usar definiciones claras, señalar el significado de los símbolos

7. Buscar y utilizar estructuras

   ...Discernir patrones y estructuras

8. Buscar e identificar maneras de crear atajos al resolver problemas

   ...Cuando se repitan los cálculos, buscar métodos generales, patrones y atajos y Ser capaz de evaluar si una respuesta tiene sentido o no

California Comparison

Common Core State Standards for CA DOMAINS	California Standards Grades K-7 STRANDS
K-5 • Counting and Cardinality (K only) • Operations and Algebraic Thinking • Number and Operations in Base 10 • Number and Operations-Fractions • Measurement and Data • Geometry 6-8 • Ratio and Proportional Relationships (Grades 6-7) • The Number System • Expressions and Equations • Functions (Grade 8) • Geometry • Statistics and Probability	• Number Sense • Algebra and Functions • Measurement and Geometry • Statistics, Data Analysis and Probability • Mathematical Reasoning

Comparación de California

DOMINIOS de Estándares Comunes Estatales de California	HILOS de Estándares de California Grados K-7
K-5 • Contar y Cardinalidad (solo K) • Operaciones y Pensamiento Algebraico • Números y Operaciones de 10 • Números y Operaciones-Fracciones • Medidas y Datos • Geometría 6-8 • Proporciones y Relaciones • Proporcionales (Grados 6-7) • Sistema Numéricos • Expresiones y Ecuaciones • Funciones (Grade 8) • Geometría • Estadística y Probabilidad	• Concepto de Números • Algebra y Funciones • Medidas y Geometría • Estadística, Análisis de Datos y Probabilidad • Razonamiento Matemático

Domains K–8

Counting & Cardinality						Ratios & Proportional Relationships		
Operations and Algebraic Thinking						The Number System		
Number and Operations in Base Ten						Expressions and Equations		
			Fractions					Functions
Measurement and Data								
Geometry						Geometry		
						Statistics and Probability		
K	1	2	3	4	5	6	7	8

McCallum, William. "Common Core State Standards." Power Point Presentation. Algebra Forum. San Jose, CA 2011.

Domains K–8 Dominios K-8

Contar y Cardinalidad

Proporciones y Relaciones Proporcionales

Operaciones y Pensamiento Algebraico
Números y Operaciones de 10

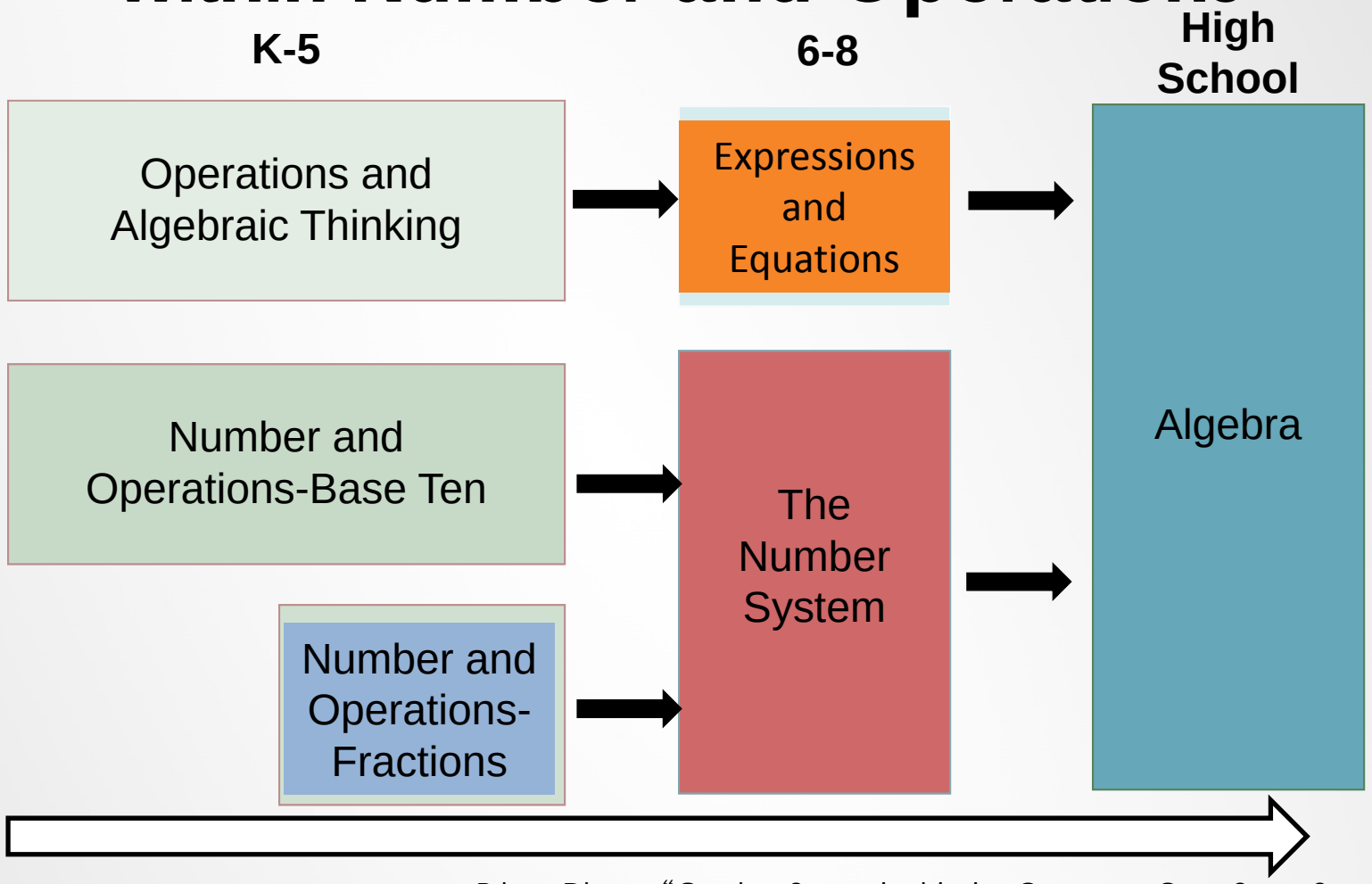
Sistema Numéricos
Expresiones y Ecuaciones

Counting & Cardinality						Ratios & Proportional Relationships		
Operations and Algebraic Thinking						The Number System		
Number and Operations in Base Ten						Expressions and Equations		
			Fracciones Fractions					Functions
Measurement and Data								Funciones
Medidas y Datos Geometry						Geometría Geometry		
						Statistics and Probability		
K	1	2	3	4	5	6	7	8

Estadística y Probabilidad

McCallum, William. "Common Core State Standards." Power Point Presentation. Algebra Forum. San Jose, CA 2011.

Focusing Attention within Number and Operations



Briars, Diane. "Getting Started with the Common Core State Standards." Power Point Presentation. NCSM Winter Conference, 2011.

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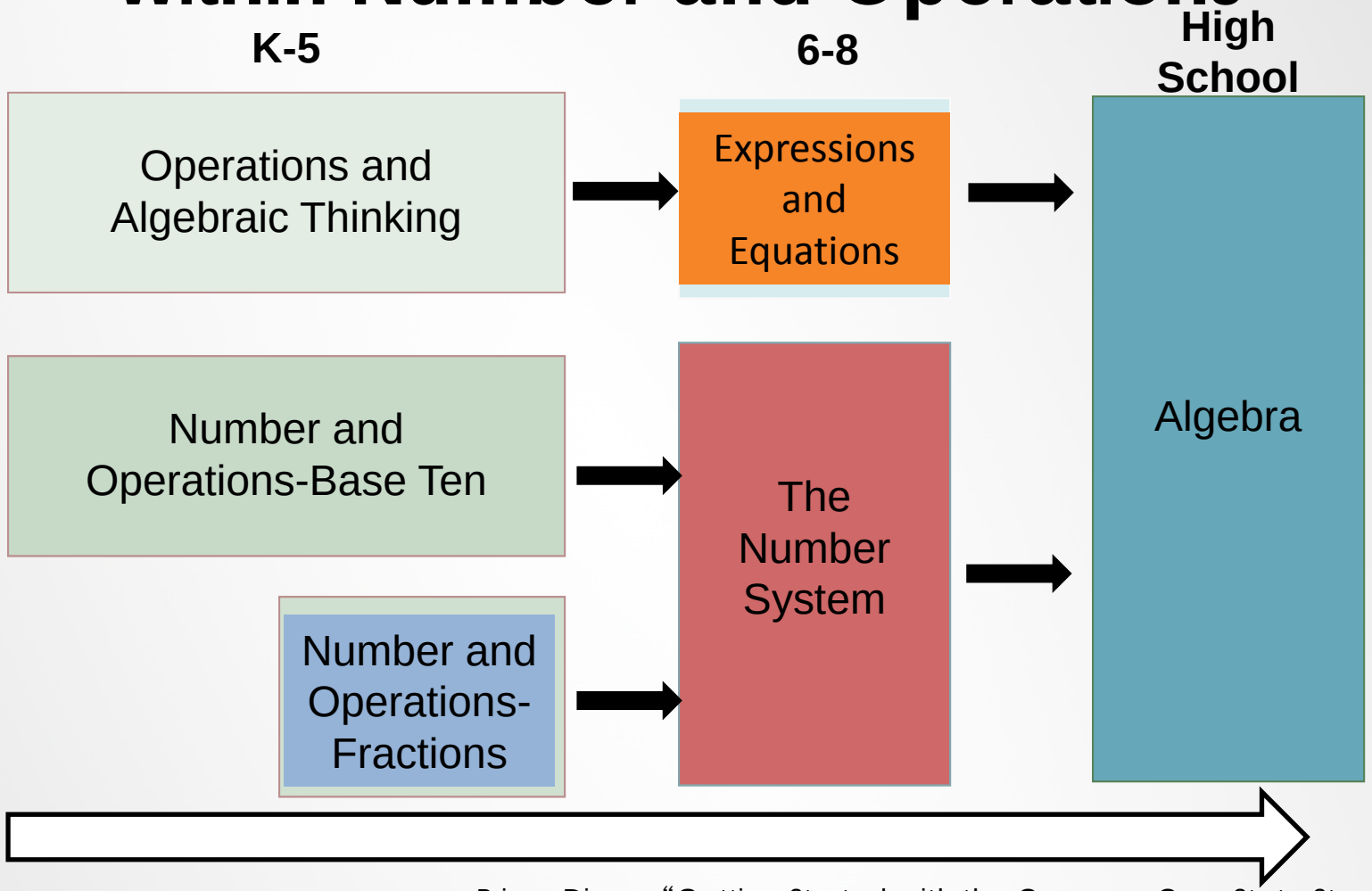

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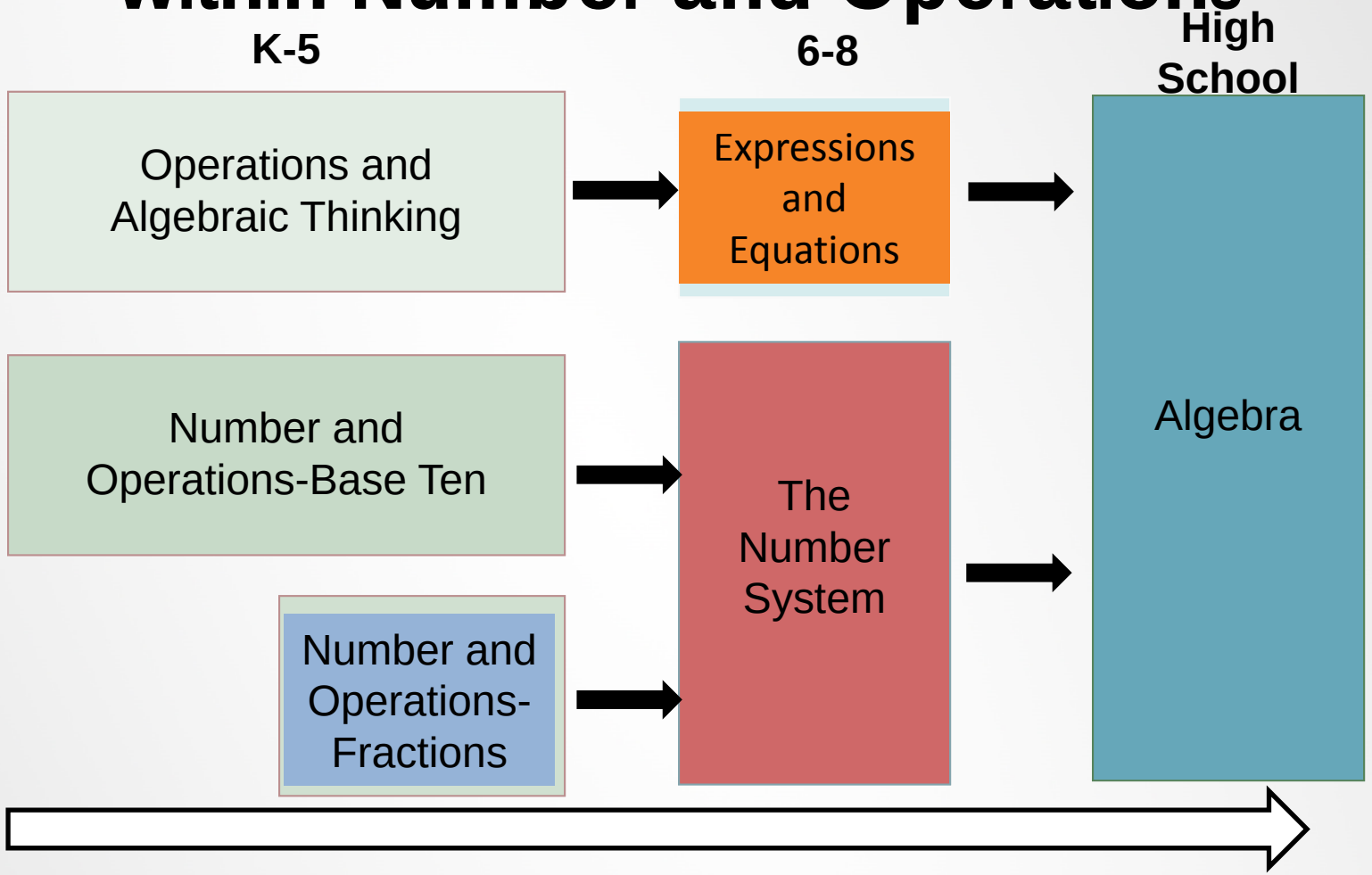
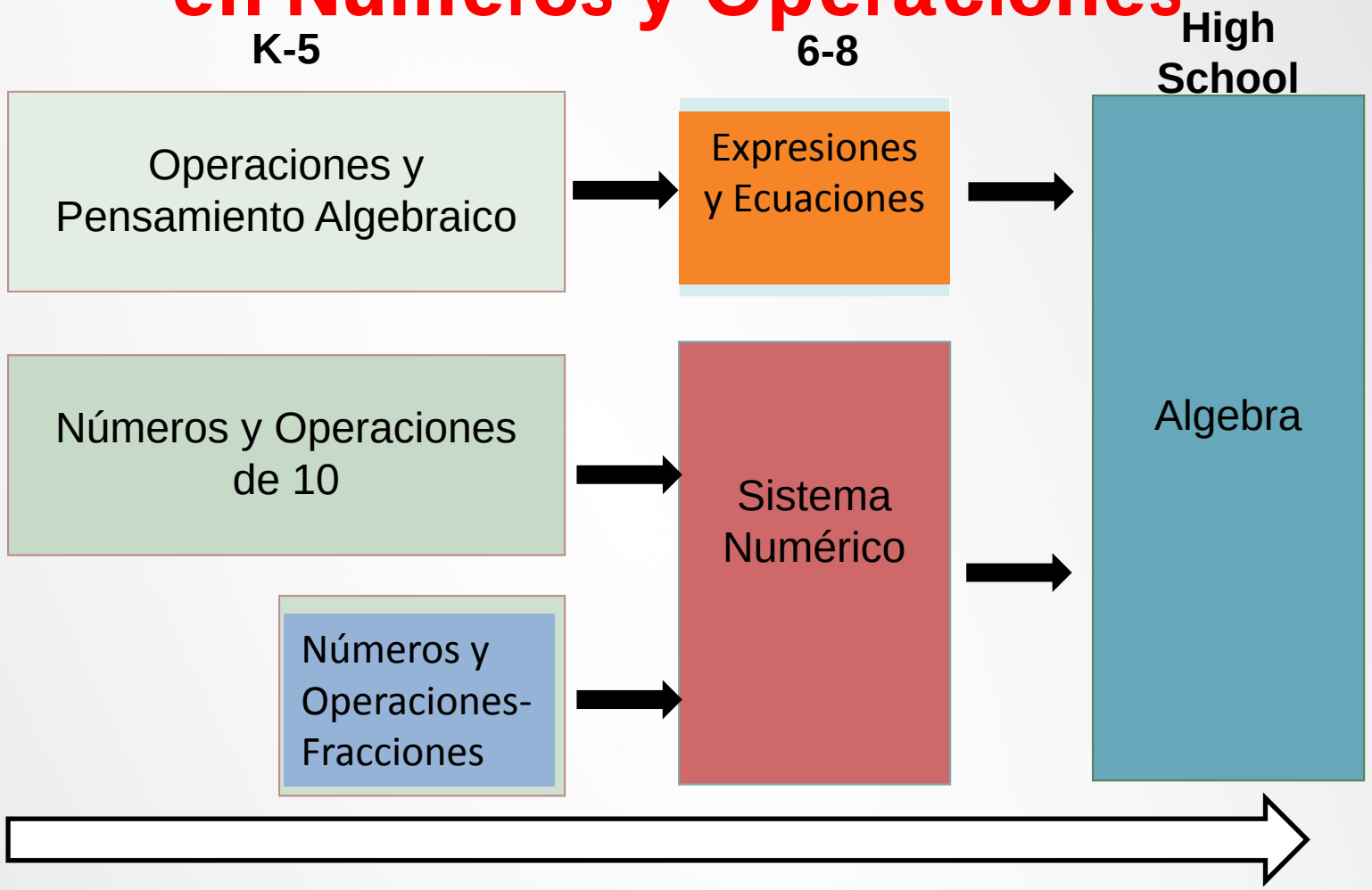
Focusing Attention within Number and Operations



Briars, Diane. "Getting Started with the Common Core State Standards." Power Point Presentation. NCSM Winter Conference, 2011.

Enfocando la Atención en Números y Operaciones



Briars, Diane. "Getting Started with the Common Core State Standards." Power Point Presentation. NCSM Winter Conference, 2011.

California Grade 8 Options

- Goal for 8th grade students is Algebra 1
- Two sets of standards for grade 8
  - Standards for Algebra 1
    - Taken from 8th grade Common Core, high school Algebra content cluster and CA Algebra standards
  - 8th grade Common Core
    - Finalize preparation for students in high school.

Opciones de California para los estudiantes del octavo grado

- Algebra 1 es la meta para todos
- Dos juegos de estándares para el grado 8
  - Estándares para Algebra 1
    - Sacados de los estándares comunes del 8º grado, agrupación de los contenidos de Algebra de preparatoria y estándares de Algebra de California
  - Estandar común del 8º grado
    - Finalizar la preparación para los estudiantes de la preparatoria.

Two Mathematics Pathways

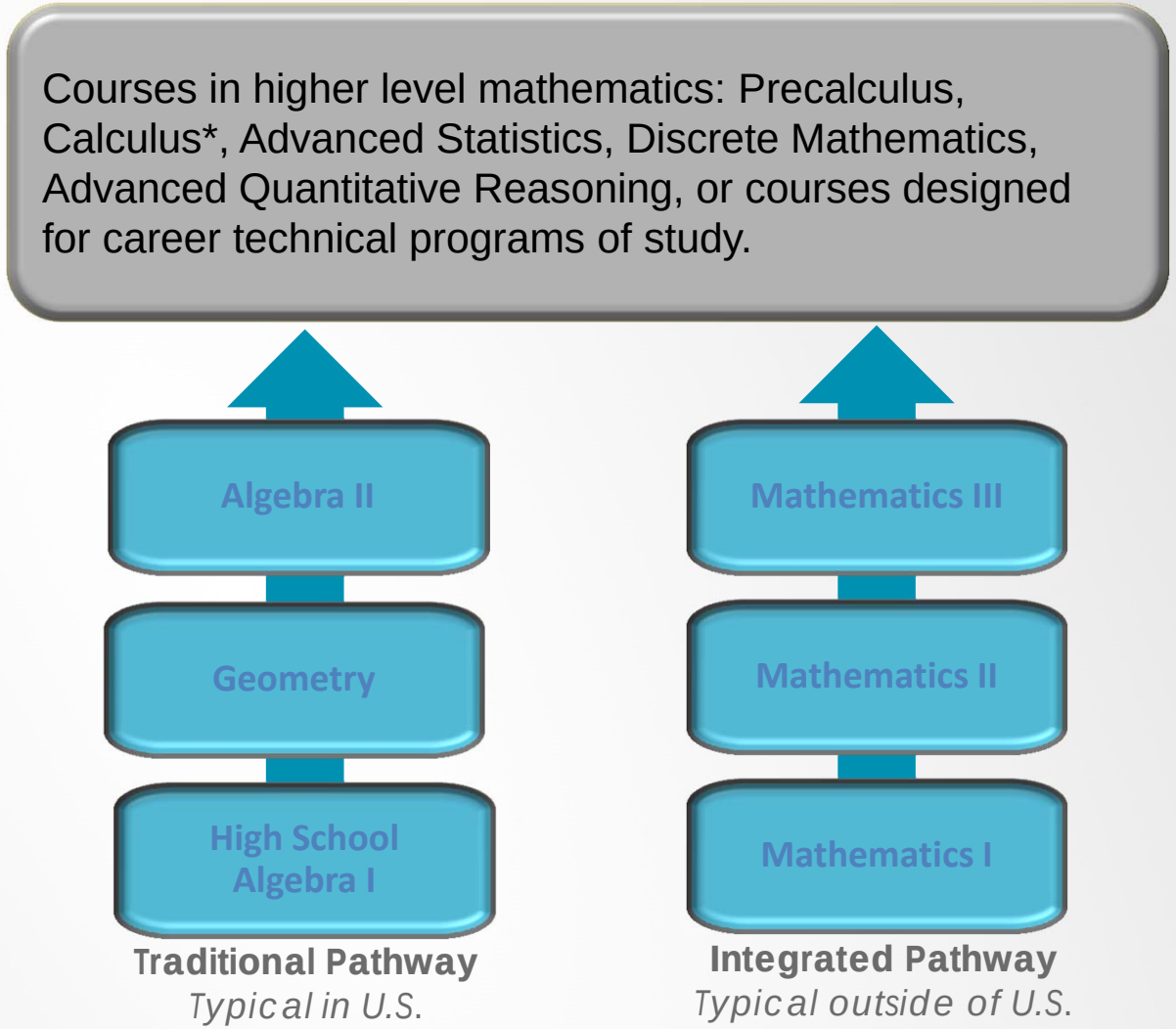
Two Regular Sequences:

Traditional Pathway

- 2 Algebra courses,1 Geometry course, with Probability and Statistics interwoven

Integrated Pathway

- 3 courses that attend to Algebra, Geometry, and Probability and Statistics each year



Dos Caminos de Matemáticas

Cursos en los niveles altos de matemáticas: Pre-cálculo, Cálculo*, Estadística avanzada, Matemática Discreta, Razonamiento Cuantitativo Avanzado, o cursos diseñados para carreras en programas de estudios técnicos.

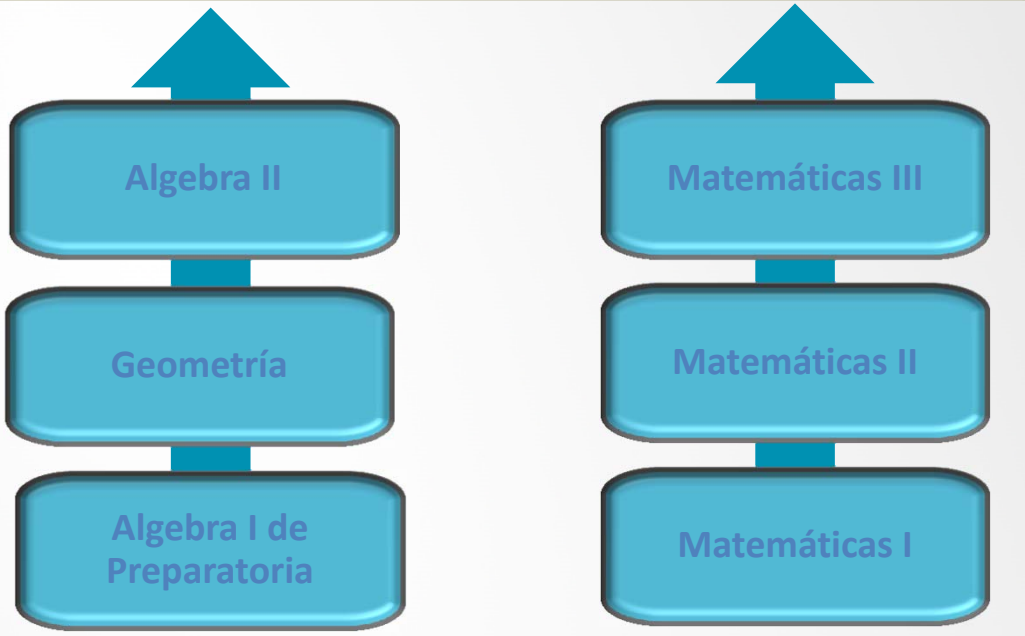
Dos Secuencias Regulares:

Camino Tradicional

- 2 cursos de Algebra,1 curso de Geometry con Probabilidad y Estadística integrada

Camino Integrado

- 3 cursos que cubren Algebra, Geometria, y Probabilidad y Estadísticas cada año.



Camino Tradicional
Típico en EEUU

Camino Integrado
Típico fuera de los EEUU

CCSS Domains and Conceptual Categories

<table>
<tr><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>HS</th></tr>
<tr><td>Counting & Cardinality</td><td colspan="9"></td></tr>
<tr><td colspan="6">Number and Operations in Base Ten</td><td colspan="2">Ratios and Proportional Relationships</td><td></td><td rowspan="2">Number & Quantity</td></tr>
<tr><td colspan="3"></td><td colspan="3">Number and Operations – Fractions</td><td colspan="3">The Number System</td></tr>
<tr><td colspan="6" rowspan="2">Operations and Algebraic Thinking</td><td colspan="3">Expressions and Equations</td><td>Algebra</td></tr>
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<tr><td colspan="9">Geometry</td><td>Geometry</td></tr>
<tr><td colspan="6">Measurement and Data</td><td colspan="3">Statistics and Probability</td><td>Statistics & Probability</td></tr>
</table>

Findwell, Bradford & Foughty, Zachary. ""Preparing to Implement the Common Core State Standards for Mathematics. Indiana Department of Education and Ohio Department of Education. March 30, 2011

Dominios de Estándares Comunes y Categorías Conceptuales

<table>
<tr><th>K</th><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>HS</th></tr>
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<tr><td colspan="6">Números y Operaciones de 10</td><td colspan="2">Proporciones y Relaciones Proporcionales</td><td></td><td rowspan="2">Números y Cantidades</td></tr>
<tr><td colspan="2"></td><td colspan="4">Números y Operaciones – Fracciones</td><td colspan="3">Sistema Numérico</td></tr>
<tr><td colspan="6" rowspan="2">Operaciones y Pensamiento Algebraico</td><td colspan="3">Expresiones y Ecuaciones</td><td>Algebra</td></tr>
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Grade 6 Overview

CCSS Overview Page

Ratios and Proportional Relationships

- Understand ratio concepts and use ratio reasoning to solve problems.

The Number System

- Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
- Compute fluently with multi-digit numbers and find common factors and multiples.
- Apply and extend previous understandings of numbers to the system of rational numbers.

Expressions and Equations

- Apply and extend previous understandings of arithmetic to algebraic expressions.
- Reason about and solve one-variable equations and inequalities.
- Represent and analyze quantitative relationships between dependent and independent variables.

Geometry

- Solve real-world and mathematical problems involving area, surface area, and volume.

Statistics and Probability

- Develop understanding of statistical variability.
- Summarize and describe distributions.

Mathematical Practices

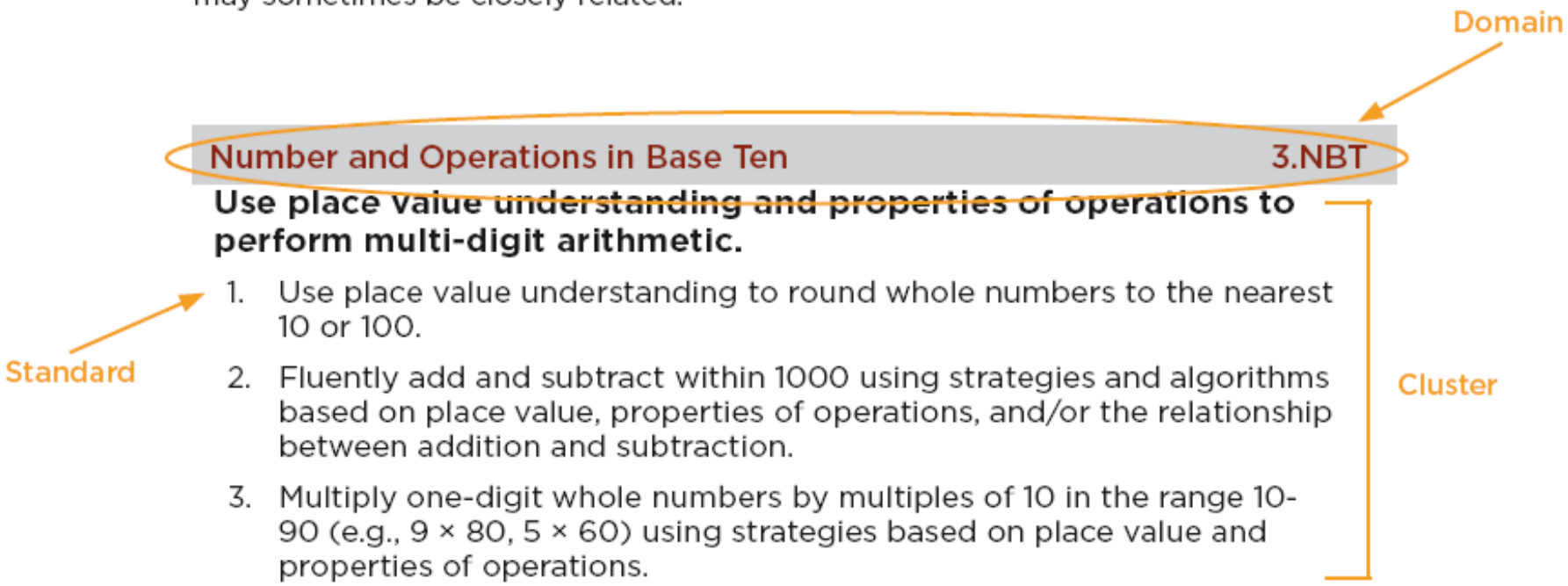
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

How to Read the Standards

Standards define what students should understand and be able to do.

Clusters are groups of related standards. Note that standards from different clusters may sometimes be closely related, because mathematics is a connected subject.

Domains are larger groups of related standards. Standards from different domains may sometimes be closely related.



How to Read the Standards

Number and Operations in Base Ten	3.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.[4]

1. Use place value understanding to round whole numbers to the nearest 10 or 100.

1.1 Understand that the four digits of a four-digit number represent amounts of thousands, hundreds, tens, and ones; e.g. 3,706 = 3000 + 700 + 6 = 3 thousands, 7 hundreds, 0 tens, and 6 ones.

2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.

Assessment: What We Know

- Assessments will begin in 2014
- California signed on with SMARTER Balanced Assessment Consortium
- Assessments will include:

  –Computer Adaptive Assessments (interim & summative)

  –Performance Assessments (interim & summative)

    - Selected Response
    - Constructed Response
    - Both Two-hour and Extended Performance Assessments

Accountability System

- The CCSS are expected to be implemented by 2012-2013
- CST will be replaced with a national exam in 2014-2015
- National assessments will be administered in grade 3-8 and once in high school
- New national exams are being developed by two major organizations:
  - Smarter Balance Assessment Consortium (SBAC) – Washington State
  - Partnership for Assessment of Readiness for College and Careers (PARCC) - Florida

Considerations for CCSS Implementation

All Teachers

- Scaffold comprehension of increasingly complex texts
- Integrate media sources into instructional activities
- Support/monitor informal talk

ELA Teachers

- Teach more informational text
- Teach how a wide variety of forms fall into three overarching modes of writing: Expository, Argument, and Narrative

Science and History Teachers

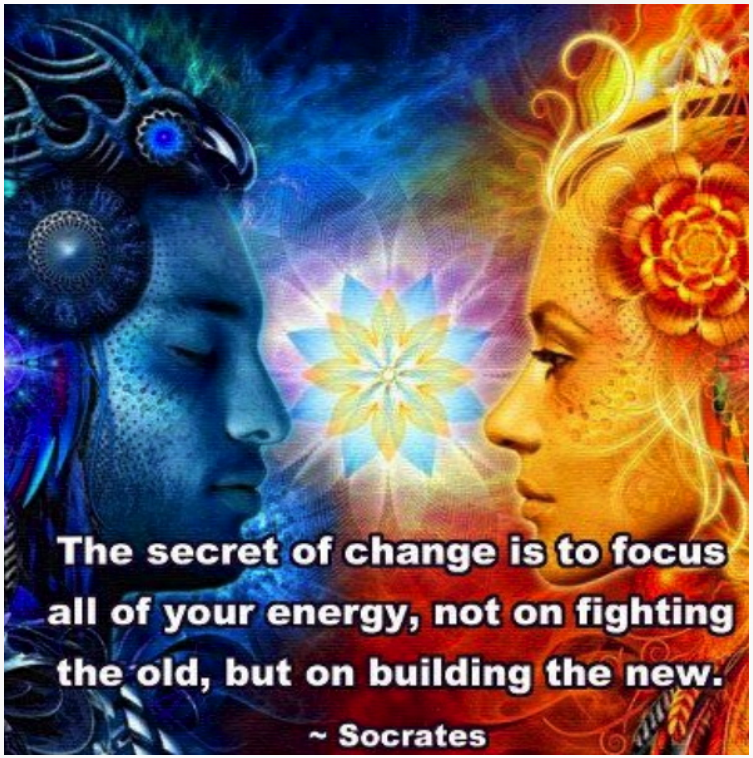
- Teach Reading and Writing skills in their content areas *explicitly*

Mathematics Teachers

- Teach the habits of mind that students need to develop a deep, flexible, and enduring understanding of mathematics

Thank You for Coming Today!

Gracias por su asistencia el día de hoy!



El secreto de cambiar está en enfocar toda su energía,
no en luchar contra lo viejo, sino en edificar lo nuevo.
Sócrates